DOCUMENT RESUME

ED 426 191 CE 077 611

TITLE	Workplace Success Project. New Paradigm for Effective Workforce Skills. [Employee Guide and Supervisor's Guide.]
INSTITUTION	Saint Louis Community Coll., MO. Workplace Literacy Services Center.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1995-00-00
NOTE	157p.
CONTRACT	V198A0247-96A
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Adjustment (to Environment); *Allied Health Occupations Education; Case Studies; Cognitive Style; *Communication Skills; Corporate Education; *Employer Employee Relationship; *Interpersonal Competence; Learning Activities; Listening Skills; Nonverbal Communication; On the Job Training; Role Playing; Success; *Supervisory Training; Verbal Communication; Work Environment; Workplace Literacy
IDENTIFIERS	Job Coaches; *Professionalism

ABSTRACT

These two documents are part of the workplace success training program provided to employees of a large metropolitan hospital. The first manual is intended for hospital employees, and the second is intended for supervisors. Included in the employee guide are an ice breaker activity, participant self-evaluation, and learning styles inventory and instructional materials and learning activities on the following topics: succeeding in the workplace (defining success, choosing to succeed, skills for success, assessing workplace skills, assessing the work environment); communicating on the job (analyzing the job, customers, three behavior choices for working with customers); communicating with your boss (verbal communication techniques, receiving criticism, questioning, nonverbal communication, listening, following directions, workplace application of skills); communicating with coworkers; understanding professionalism (making an impression, professional language, time management, staying motivated, problem solving, team building, appearance and grooming, accountability, empathy, service excellence, performance appraisal); and planning your future (resources, advancement, identifying opportunities, setting work goals, creating plans). Postassessment materials are provided. The supervisor's guide contains instructional materials and learning activities on the following topics: succeeding in the workplace (defining success, workplace success); learning styles (training for different learning styles, the learning pyramid); coaching (characteristics and benefits of coaching, coaching techniques); responding to new employees; coaching suggestions; and recognizing excellence. (MN)

ED 426 191

St. Louis Community College

Community Development Division

Workplace Success Project

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NEW PARADIGM for EFFECTIVE WORKFORCE SKILLS

Workplace Literacy Services Center

CE077611

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The contents of this publication were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Workplace Success Project • **Participants' Guide**

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Activity

Ice Breaker

On a piece of paper, describe your best experience or day on this job.

Throw your piece into a container with the others of the group, then choose a different one.

Match each group member to what he or she wrote on the piece of paper.

Why was this such a good day or experience?

_____

_____

_____

Something to Think About

How can you create more days or experiences like this one?

_____

_____

_____

Workplace Success Project
Participant Self-Evaluation

For each statement below, circle the number that best describes your beliefs about yourself.

1. I have a choice about how successful I am.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

2. I understand the differences between aggressive, assertive, and passive communication.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

3. I am aware of my learning style.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

4. I think it is important to communicate successfully with my boss, coworkers, and other customers.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

5. I understand professionalism and how it affects my job.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

6. I have a plan to accomplish my goals.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

7. List specific skills that come to mind when you think of communication.

_____ _____

_____ _____

_____ _____

_____ _____

Key Term

Learning Styles Inventory

Your ***learning style*** is your preferred way to process, recall, and remember information. Place a check next to the activities below that best describe you.

I like to/I:	I:	I:
❑ fold paper when told to make columns.	❑ love to talk.	❑ ignore spoken directions.
❑ rock in a chair.	❑ love to listen to someone read or talk.	❑ ask for repeated directions.
❑ shake my leg.	❑ talk to myself.	❑ look to see what others are doing.
❑ tap or wiggle pens, pencils, etc.	❑ read aloud.	❑ get the words to a song wrong.
❑ reach out to touch everything.	❑ am distracted by noises.	❑ turn the radio or TV up very loud.
❑ do not trust my eyes or ears until I touch something.	❑ use my finger to read.	❑ write lots of notes.
❑ collect "things."	❑ put my head near my work.	❑ watch the speaker's mouth.
❑ have a low interest in reading.	❑ hood my eyes with my hand.	❑ don't like to talk on the phone.
❑ break up toothpicks or play with straws.	❑ don't do well with charts & graphs.	❑ go off into another world when lectured to.
❑ take things apart, put things together.	❑ need words to go with a cartoon.	❑ enjoy reading.
❑ dress for comfort.	❑ can't draw without something to copy.	❑ do well with charts and graphs.
❑ take lots of baths or showers.	❑ can't use maps; need oral directions.	❑ need maps; get lost with oral directions.
❑ talk fast, using my hands.	❑ use jingles to learn things.	❑ have good handwriting.
❑ tend to interrupt.	❑ don't do well with symbols.	❑ am good at puzzles.
❑ like to try new things.	❑ can't stand silences; need to talk and need others to talk.	❑ am organized; like things neat.
Total = _____ (Tactile)	**Total =** _____ (Auditory)	**Total =** _____ (Visual)

Count the check marks in each column and place the total at the bottom. The column with the most checks indicates your ***primary learning style***.

My primary learning style is _____.

Succeeding in the Workplace

- ***Defining Success***
- ***Skills for Success***
- ***Choosing to Succeed***
- ***Assessing Workplace Skills***
- ***Assessing the Work Environment***

Key Term

Defining Success

What does success in the workplace mean to you?

_____

_____

_____

_____

How would your supervisor describe a successful employee?

_____

_____

_____

_____

Does that description fit you? Why or why not?

Whose definition of your success is more important — yours or your supervisor's?

Write a new definition of success combining your first definition plus a supervisor's definition. _____

_____

_____

Activity

Skills for Success

Generate a list of skills an employee needs to succeed on the job.

_____

_____

_____

_____

_____

_____

With a partner, choose one of the above and create a plan (specific tasks) for gaining that particular skill.

Skill _____

Plan

What you're going to do _____

_____

_____

_____

How you're going to do it _____

_____

_____

_____

Activity

Choosing to Succeed

Do you want to succeed in this workplace?

What might happen if you choose to succeed in this workplace?	What might happen if you choose not to succeed in this workplace?

Activity

Assessing Workplace Skills

Check the three most important skills for succeeding in the workplace.

Skill	Positive and Negative Results
☐ Being on time	
☐ Being dressed for the job	
☐ Knowing the order of who's in charge	
☐ Knowing what kind of mood your boss is in	
☐ Knowing who can help you	
☐ Knowing what to do when you make a mistake	
☐ Knowing how to ask for help	
☐ Knowing when to talk to your boss	
☐ Knowing how to talk to your boss	
☐ Knowing how not to make the same mistakes	
☐ Being open to learning new things	
☐ Other _____	

Activity

Assessing the Work Environment

List some signals that tell you what kind of day you are going to have.

Suggestions: boss's mood, morning events, child sick ...

Activity

As a group, choose two of the most challenging signals and create a list of ways to respond to these challenges.

Communicating on the Job

- ***Analyzing Your Job***
- ***Your Customers***
- ***Three Behavior Choices for Working with Customers***

Activity

Analyzing Your Job

Starting Your Shift

Two volunteers role play a supervisor and an employee who just arrived at work. (The scene could be a successful interaction or an unsuccessful interaction.)

Questions for Observers

- Was the interaction successful or unsuccessful?
- What did you notice about the supervisor? (Tone of voice, body language, etc.)
- How did the supervisor convey information? (Tell, show, or use hands-on examples)
- What did you notice about the employee? (Tone of voice, body language, etc.)
- What choices did the employee make?
- What choices could the employee have made?

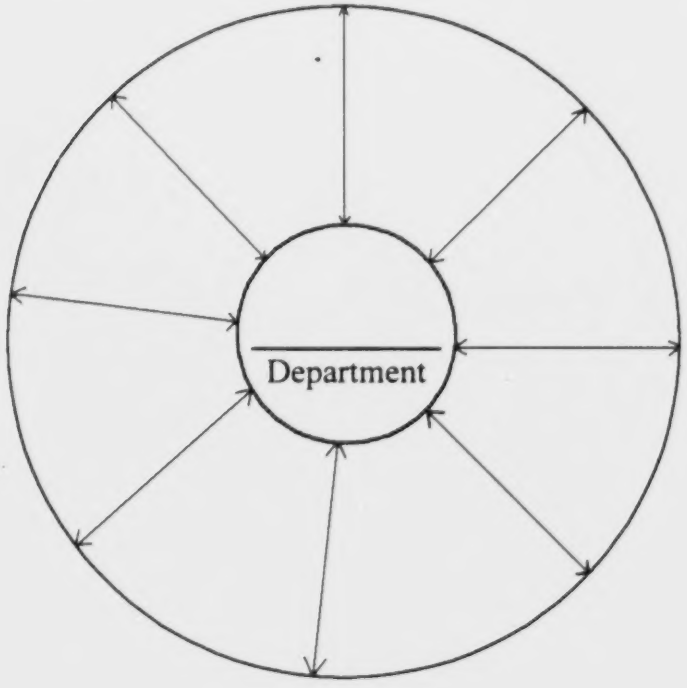
Question

What Do You Do?

On an average workday, I do the following

Activity

Who Depends on You?



Why is your department important to the hospital?

Note Taking

Your Customers

What is a customer? (Think about yourself as a customer.)

_____

_____

_____

Which customers are internal? _____

Which customers are external? _____

Which is the more difficult to deal with? Why?

_____

_____

_____

_____

_____

Key Term

Three Behavior Choices for Working with Customers

Give examples of how someone acts with a customer that would be…

Aggressive

_____

_____

_____

Passive

_____

_____

_____

Assertive

_____

_____

_____

Key Term

Highlight key words in the definitions below.

Aggressive behavior is standing up for your rights but expressing yourself in a way that violates the rights of others, or shows them no respect. Aggression may include sarcasm, humiliating insults, intimidating or overpowering the other person in order to win or dominate.

Passive behavior is giving in to other people's requests, demands or feelings without regard to what you want or how you feel. Passive behavior is based on the belief that other people's feelings, desires, and opinions are more important or correct than yours. You may think that you will experience negative consequences if you express your feelings, opinions or desires; you wish to avoid conflict at all costs. Passive behavior is often expressed by silence.

Assertive behavior is asking for what you want, stating your opinion, or expressing your feelings in direct and honest ways that show your respect for yourself and others. Assertion is a way of standing up for your rights, yet not violating the rights of others.

Key Term

Resolving Conflict Activity

Create examples of the following.

- _____ I lose/You lose
- _____ I win/You lose
- _____ I lose/You win
- _____ I win/You win

Which of the four is most common?

Which would improve customer service?

Label each of the four as aggressive, passive, assertive.

Key Term

Tips for Assertive Behavior

- Ask for what you want: "I need/want … ."
- State your thought or opinion: "I think … ."
- Express your feelings honestly: "I feel … ."
- Show respect for yourself and others.
- Stand up for your rights, not violating the other's rights.
- Strive for a win-win solution.

Your Learning Style and Assertive Behavior

What is your learning style?

_____

How can being assertive and using your learning style help you get information?

_____

_____

_____

_____

_____

Communicating with Your Boss

- ***Verbal Communication — Three Techniques***
- ***Questioning — Three Techniques***
- ***Nonverbal Communication***
- ***Listening***
- ***Following Directions***
- ***Workplace Application of Skills***

Key Term

Verbal Communication — Three Techniques

I-Messages vs You-Messages

Is there a problem with the following statement? "You need to sign this."

_____

_____

_____

How do people typically react when we start sentences with "you"?

_____

_____

_____

Highlight the key words in the definitions.

You-Messages—blame, judge, evaluate, label, hurt other's feelings, damage relationships, put others on the defensive, diminish other's self-esteem, and damage the good feelings that are present in a relationship.

I-Messages—tell another person that you have important needs, ask for cooperation, and is a direct and honest statement of what you want.

I-Message Example

I need/want you to sign this

because the supply order has to be faxed by noon.

Activity

With a partner, write a you-message.
Exchange the you-message with another group.
Change the you-message into an I-message.

You-message

_____

_____

_____

I-message

I need/want _____

because _____

How will this affect communication in your department?

In your home?

_____

_____

_____

_____

Activity

Another Type of I-Message

I feel ... (state a feeling word — mad, sad, glad, scared)

When you ... (state the irritating behavior)

Because ... (state what I need or want)

List some words that describe feelings.

Other I-Message Examples

I feel irritated

When you put me down

Because I want to be respected.

I feel angry

When you don't finish your work

Because I need your cooperation.

Which I-message would work best to explain how you feel?

Which I-message would work best to get action taken on something you want or need?

Key Term

Paraphrasing

Paraphrasing is simply repeating back in your own words what the other person has said.

Examples: "It sounds like you're saying that..."

"It seems like you're..."

With a partner, take turns sharing what bothers each of you the most at work. Then paraphrase what your partner has said.

_____

_____

_____

Benefits of Paraphrasing

- Paraphrasing helps everyone understand each other.
- Paraphrasing defuses difficult situations.

When would paraphrasing work well?

_____

_____

_____

Key Term

Receiving Criticism — Three Techniques

Fogging is a response that avoids conflict and is especially useful when criticism is unclear or unjustified.
Fogging doesn't admit to fault and doesn't blame, either.

Examples: "You might have a point ..."

"I'll have to think about that ..."

"You might be right about that ..."

Admitting means taking responsibility for something you truly did or said.

Examples: "You're right, I am late."

"That's true. I did handle that badly."

Requesting means asking for specific suggestions.
This technique works especially well after admitting.

Examples: "What suggestions do you have to help me improve?"

"How could I have handled this better?"

Key Term

Receiving Criticism Examples

Criticism	Response
Criticism given.	Three Techniques • Fogging • Admitting • Requesting Information

Example:

Criticism	Response
"Your uniform looks terrible."	**Fogging Response** *(Use if criticism is unclear/unfair)* "You may have a point … " **Admitting Response** *(Use if criticism is accurate)* "You're right, it does. Tomorrow it'll look better." **Requesting Response** *(Use if criticism is accurate)* "I know. What can I do to get these spots out?"

Activity

Receiving Criticism Activity — How to Handle Criticism

Which technique would work best if ...

- you're late to work? _____
- you're accused of being unfriendly to customers? _____
- an internal customer is unfairly taking out his/her frustrations on you? _____

Activity

Give an example of a difficult situation where you received criticism that was unclear or not fair. Trade with a partner for him/her to respond to using each type of response.

Criticism

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Fogging Response

_____

_____

_____

Admitting Response

_____

_____

_____

Requesting Response

_____

_____

_____

How effective are giving excuses and blaming others when being criticized?

_____

_____

Question

Questioning — Three Techniques

What Would You Do?

Tony received his first performance appraisal last week.
Expecting high ratings, Tony was upset to find only moderate scores.

What are Tony's choices for how to react?

_____

What does Tony want?

_____

What does Tony need to do to get what he wants?

_____

Barbara's fifteen year old son Ricky is starting his sophomore year in high school.
Barbara wants to set a ten o'clock curfew for Ricky.

What are her choices for getting what she wants?

_____

_____

Key Term

The Five W's and How

What are the "*5 Ws*?"

_____

_____

_____

_____

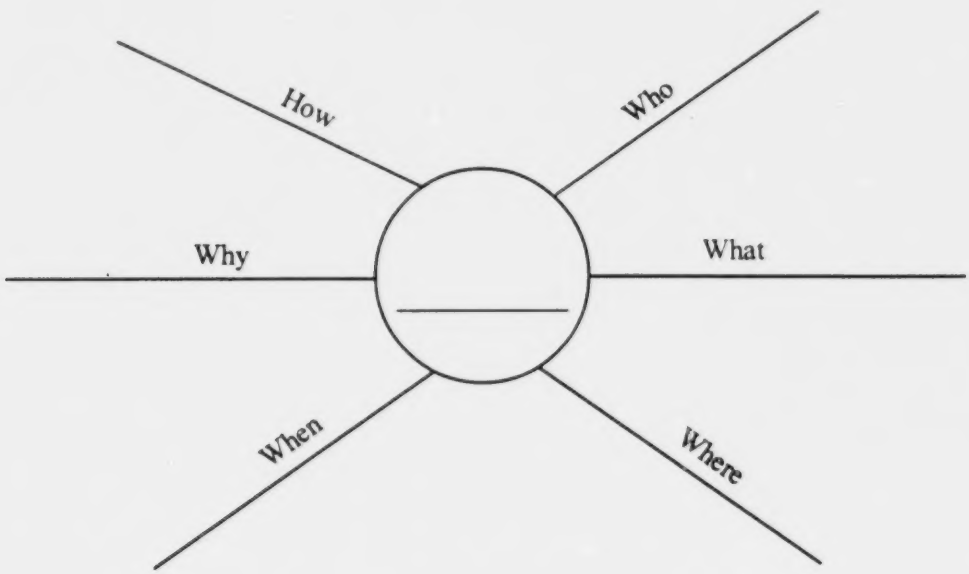
_____

[and _____]

Activity

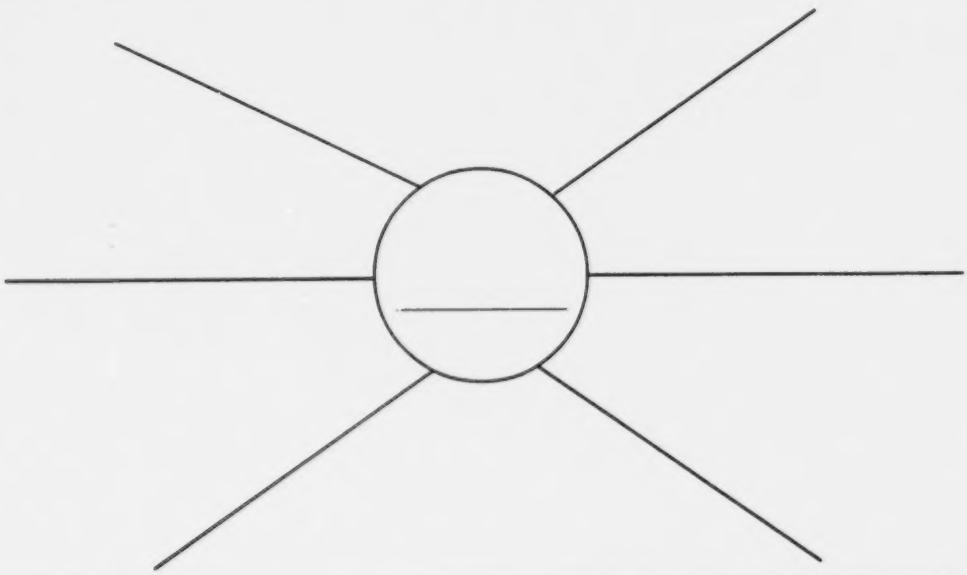
Mindmapping Questions

Diagram or map the necessary questions you ask when making a purchase.



Mindmapping Activity

Using the mindmap create a plan to solve a workplace problem.



Key Term

Closed Question

- What is a closed question? _____
- Which of the *5 Ws and How* create closed questions? _____

_____

- When would you use a closed question? _____

Open Question

- What is an open question? _____
- Which of the *5 Ws and How* create open questions? _____

_____

- When would you use an open question? _____

_____

Key Term

Questioning Activity

Your supervisor just wrote up one of your coworkers. You need some information to solve a problem, but now the supervisor seems angry with you.

What questions could you ask in this situation?

Skim

Nonverbal Communication

Body Language Signals

Highlight the body language that is generally yours.

Posture		
Slumped	Erect, but relaxed	Erect, tense, rigid
Shoulders forward	Shoulders straight	Shoulders back
Shifting often	Few shifts, comfortable	Jerky shifts, or planted in place
Chin down	Head straight or slight tilt	Chin up or thrust forward
Gestures		
Fluttering hand movements	Casual hand movements	Chopping or jabbing hand movements
Twisting motions	Relaxed hands	Clenched hands, or pointing
Shoulder shrugs	Hands open, palms out	Sweeping arms
Frequent head nodding	Occasional head nodding	Sharp, quick nods
Facial expressions		
Lifted eyebrows, pleading look, wide-eyed, rapid blinking	Relaxed, thoughtful, caring or concerned look, few blinks	Furrowed brow, tight jaw, tense look, unblinking glare
Nervous or guilty smile	Genuine smile	Patronizing or sarcastic smile
Chewing lower lip	Relaxed mouth	Tight lips
Shows anger with averted eyes, blushing, guilty look, crying	Shows anger with serious look, slight flush of color	Shows anger with disapproving scowl, very firm mouth, bared teeth, extreme flush
Voice		
Quiet, soft, higher pitch	Resonant, firm, pleasant	Sarcastic laughter
Hesitations, uhs, ahs, stopping in "midstream"	Smooth, even-flowing, comfortable delivery	Statements sound like orders
Nervous laughter	Laughter only with humor	Insults
Statements sound like questions with voice tone rising at the end	Voice tones stay even when making statement	Vulgarity
		Demeaning language
		Negative remarks

Which column is aggressive? Which is assertive? Which is passive?

What column contains most of your highlights?

Key Term

What Do Nonverbals Mean?

With a partner, choose three nonverbals below.
Partner 1 — demonstrate all three behaviors at once,
Partner 2 — interpret the meaning of the body language.

1. Nail biting _____
2. Arms crossed _____
3. Tapping fingers _____
4. Rolling eyes _____
5. Twirling hair _____
6. Slumping/Slouching _____
7. Avoiding eye contact _____
8. Nodding _____
9. Bored facial expression _____
10. Smirking _____
11. Sarcastic laughter _____
12. Shaky voice _____

Activity

Nonverbal Behavior Activity

With partner(s), role play a real, work-related problem.

Observers, what nonverbal behaviors did you observe?

Nonverbal Behaviors

- Tone of voice _____
- Facial expression _____
- Gestures _____
- Posture _____
- Eye-contact _____

What suggestions would you make for improving the nonverbal behavior?

_____

_____

_____

_____

_____

Activity

Listening

Activity

Draw a picture of what listening looks like to you.

Listening and Learning Styles

Answer the following questions.

1. _____

2. _____

3. _____

What can visual and tactile learners do to get information?

Preview

Analyzing Listening

1. List the reasons or times when people do not listen.

2. Identify your listening blocks with (V), (N), (M), or (T).
   - Visual distractions (V)
   - Noise distractions (N)
   - Movement distractions (M)
   - Thoughts/Emotionaldistractions (T)

3. What are the consequences of not listening?

4. What are ways to overcome these listening blocks?

5. Give examples of the best listeners you know. Why?

Activity

Following Directions

Select the case study that matches your learning style.

Auditory Your supervisor gives you a two-page step-by-step list for how to do a task. What are your choices for getting the information?

_____

_____

_____

_____

Visual Your supervisor quickly tells you how to complete a task. What are your choices for getting the information?

_____

_____

_____

_____

Tactile Your supervisor gives you a manual for a new procedure. What are your choices for getting the information?

_____

_____

_____

_____

Workplace Application of Skills

The Big Picture

With a partner, select a work situation that is causing you problems.

Then "teach" the class how you would address the situation.

What skills would you use?

Present your solution by role playing, outlining, drawing a picture, or…

Activity

Time to Reflect on My Communication Skills

What communication skills have I found helpful and used?

- _____
- _____
- _____
- _____

What do I want to master before the end of this course?

- _____
- _____

Communicating with Co-Workers

- ***Verbal Communication***
  — The Three Techniques Reviewed
- ***Questioning***
  — The Three Techniques Reviewed
- ***Nonverbal Communication***
- ***Listening***
- ***Following Directions***
- ***Workplace Application of Skills***

Organization

Verbal Communication — The Three Techniques Reviewed

Create a job aid for the following.

I-message

Paraphrasing

Receiving Criticism

Activity

Using Verbal Skills with Co-workers

What communication problems exist between co-workers?

Examples

- A co-worker criticizes you often.
- A co-worker embarrasses you in front of your supervisor.
- A co-worker gets praised for something you did.

Challenge	Plan

Activity

Choose one of the above situations, and with a partner, demonstrate the examples, first unsuccessfully, then again successfully.

Activity

Questioning — The Three Techniques Reviewed

List the three questioning techniques from the previous chapter.

_____

_____

_____

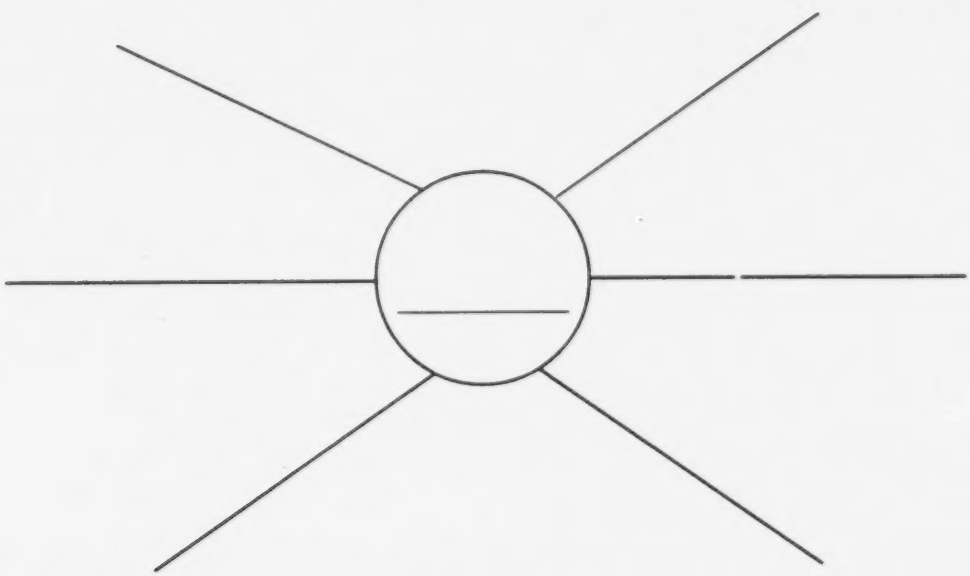
Have you used these questions?

_____

Questioning Activity

Scenario: you are given a new task at work.

How can you use questions to complete the task?



Activity

Nonverbal Communication

Review of Nonverbal Behavior

Look at the person to your left. List his or her nonverbal signals.

Signal	What is the person communicating with that signal?
_____	_____
_____	_____
_____	_____
_____	_____

Activity

With a partner, role play a work-related situation involving a co-worker.

Observers, what nonverbal behaviors did you observe?

Nonverbal Behavior

- Tone of voice _____
- Facial expression _____
- Gestures _____
- Posture _____
- Eye-contact _____

What suggestions would you make for improving the nonverbal behavior?

_____

_____

_____

_____

Activity

Listening

Activity

Close your eyes. What do you hear? List or draw.

Review of Blocks to Listening

Blocks	Tips to overcome or go around these blocks

Activity

Following Directions

Activity

Listen to the directions from the facilitator.

Which method helped you understand the task the best? _____

Why? _____

Are you asking co-workers and bosses to
explain tasks according to your Learning Style needs? _____

Write an I-message to get information in your Learning Style.

_____

_____

_____

_____

Organization

Workplace Application of Skills

The Big Picture

With a partner, select a work situation that is causing you problems.

Then "teach" the class how you would address the situation.

What skills would you use?

Present your solution by role playing, outlining, drawing a picture, or…

Understanding Professionalism

- ***Defining Professionalism***
- ***Making an Impression***
- ***Professional Language***
- ***Time Management***
- ***Staying Motivated***
- ***Problem Solving***
- ***Team Building***
- ***Appearance, Dress, and Grooming***
- ***Accountability***
- ***Empathy***
- ***What Is Service Excellence?***
- ***Performance Appraisal***

Activity

Defining Professionalism

Introduction

List five words that describe someone you think of as professional.

_____

_____

_____

_____

_____

Circle those words from your list that also describe you.

List additional skills you would like to have to be considered a professional?

_____

_____

_____

Activity

Making an Impression

Check the skill(s) that are most important for looking professional.

- ☐ Handshake
- ☐ Smile
- ☐ Introduction
- ☐ Posture
- ☐ Repeating the other person's name after being introduced
- ☐ Making eye contact

What are the costs of making a bad impression at work?

Activity

What's Most Important

Place the following terms in order of importance,
which should come first, second ...

Always shake hands firmly

Smile

Make eye contact

Stand up

Repeat other person's name

		+/–
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

Mark a "+" by those things you do well and a "–" by those you want to improve.

How will you improve your "–"?

Challenge Question

What can you do if you want to shake hands,
but the other person doesn't extend his/her hand first?

Activity

Professional Language

How professional is the language in your workplace?

What are the costs to *you* if you use unprofessional language at work?

What are the costs to *your supervisor* if you use unprofessional language?

What are the costs to *the hospital* if you use unprofessional language?

What is professional language?

_____

_____

_____

Activity

Do's and Don'ts

Do	Don't

When and where should professional language be used in the workplace?

Activity

Time Management

When the instructor tells you to begin,
draw as many objects in the room as you can.

1. _____

2. _____

Key Term

Analyzing Time

Think of the last time you were rushed or late. What caused this?

What could you have done differently?

Activity

Analyzing Time Use

Use the following chart to record what you did yesterday.

		Activity	Energy Level
a.m.	12:00 - 1:00		
	1:00 - 2:00		
	2:00 - 3:00		
	3:00 - 4:00		
	4:00 - 5:00		
	5:00 - 6:00		
	6:00 - 7:00		
	7:00 - 8:00		
	8:00 - 9:00		
	9:00 - 10:00		
	10:00 - 11:00		
	11:00 - 12:00		
p.m.	12:00 - 1:00		
	1:00 - 2:00		
	2:00 - 3:00		
	3:00 - 4:00		
	4:00 - 5:00		
	5:00 - 6:00		
	6:00 - 7:00		
	7:00 - 8:00		
	8:00 - 9:00		
	9:00 - 10:00		
	10:00 - 11:00		
	11:00 - 12:00		

Is there any time that was wasted?
If yes, highlight the time that was wasted.

If you could live yesterday over again, what changes would you make?

Activity

Plotting a Typical Day

	Committed Time	Maintenance Time	Free Time
a.m.	12:00 - 1:00	12:00 - 1:00	12:00 - 1:00
	1:00 - 2:00	1:00 - 2:00	1:00 - 2:00
	2:00 - 3:00	2:00 - 3:00	2:00 - 3:00
	3:00 - 4:00	3:00 - 4:00	3:00 - 4:00
	4:00 - 5:00	4:00 - 5:00	4:00 - 5:00
	5:00 - 6:00	5:00 - 6:00	5:00 - 6:00
	6:00 - 7:00	6:00 - 7:00	6:00 - 7:00
	7:00 - 8:00	7:00 - 8:00	7:00 - 8:00
	8:00 - 9:00	8:00 - 9:00	8:00 - 9:00
	9:00 - 10:00	9:00 - 10:00	9:00 - 10:00
	10:00 - 11:00	10:00 - 11:00	10:00 - 11:00
	11:00 - 12:00	11:00 - 12:00	11:00 - 12:00
p.m.	12:00 - 1:00	12:00 - 1:00	12:00 - 1:00
	1:00 - 2:00	1:00 - 2:00	1:00 - 2:00
	2:00 - 3:00	2:00 - 3:00	2:00 - 3:00
	3:00 - 4:00	3:00 - 4:00	3:00 - 4:00
	4:00 - 5:00	4:00 - 5:00	4:00 - 5:00
	5:00 - 6:00	5:00 - 6:00	5:00 - 6:00
	6:00 - 7:00	6:00 - 7:00	6:00 - 7:00
	7:00 - 8:00	7:00 - 8:00	7:00 - 8:00
	8:00 - 9:00	8:00 - 9:00	8:00 - 9:00
	9:00 - 10:00	9:00 - 10:00	9:00 - 10:00
	10:00 - 11:00	10:00 - 11:00	10:00 - 11:00
	11:00 - 12:00	11:00 - 12:00	11:00 - 12:00

Three Types of Time

Committed Time: Time to work, attend school, commute...

Maintenance Time: Time to eat, sleep, clean, do laundry...

Free Time: Time to do as you please

Source: Sharron Ferrett, *Peak Performance*, Irwin Mirror Press, 1994 P.77.

Activity

Plotting a Perfect Work Day

Highlight goals for using your time.

Yellow = Committed

Blue = Maintenance

Green = Free

a.m.	12:00 - 1:00
	1:00 - 2:00
	2:00 - 3:00
	3:00 - 4:00
	4:00 - 5:00
	5:00 - 6:00
	6:00 - 7:00
	7:00 - 8:00
	8:00 - 9:00
	9:00 - 10:00
	10:00 - 11:00
	11:00 - 12:00
p.m.	12:00 - 1:00
	1:00 - 2:00
	2:00 - 3:00
	3:00 - 4:00
	4:00 - 5:00
	5:00 - 6:00
	6:00 - 7:00
	7:00 - 8:00
	8:00 - 9:00
	9:00 - 10:00
	10:00 - 11:00
	11:00 - 12:00

Activity

Staying Motivated

Activity

How do you feel when you arrive at work?

(Use three words or a drawing)

What are your biggest challenges at work in terms of staying motivated?

_____

_____

_____

Activity

What Can You Do?

What can you do to get beyond the challenges at work?

Challenge	Plan of Attack

Highlight the plan on the list that you intend to try.

Play Your Winners Exercise

List five positive healthy factors in your life.
(Include people, activities, or places that keep you positive.)

Where possible, use a single word.

1. _____

2. _____

3. _____

4. _____

5. _____

You have just demonstrated there are positive factors in your life.
They constitute your winners. Play them!

What Would You Do?

Imagine that the following list is an outline of your life.

1832 Lost job

1832 Defeated for legislature

1833 Failed in private business

1834 Elected to legislature

1835 Sweetheart dies

1836 Nervous breakdown

1836 Defeated for house speaker

1843 Defeated for nomination to Congress

1846 Elected to Congress

1848 Lost renomination

1849 Ran for land officer and lost

1854 Defeated for Senate

1856 Defeated for nomination for Vice-President

1858 Defeated for Senate again

If you were this person, what would your attitude be?

If you were this person, what would you do next?

Can you guess who this person is? _____

Activity

Problem Solving

Introduction

When a problem comes up, how do you deal with it?

_____

_____

What happens as a result?

_____

_____

Look below and choose the way that is most productive.

When things go wrong, people generally react in one of three ways.

1. They blame other people.
2. They spend a lot of time complaining/worrying about the problem and then hope that it goes away.
3. They face the problem and try to come up with a solution.

Source: Sharron Ferrett, *Peak Performance*. Irwin Mirror Press, 1994, P.219.

Activity

Problem Solving Activity

What problems in your work or personal life would you like to solve?

_____

_____

_____

What are some reasons people don't solve their problems?

_____

_____

_____

What are the costs of not solving problems?

_____

_____

_____

Choose one problem from the list you wrote to answer the first question and use the steps on the following pages to solve it.

The Six Steps to Solve a Problem

1. State the problem

   _____

2. Brainstorm for different solutions

   _____

   _____

   _____

   _____

3. Evaluate consequences of each solution

Solution	*Positive Consequences*	*Negatives Consequences*

4. Choose a solution and make a decision

   _____

5. Plan and take action
   - Who: _____
   - What: _____
   - When: _____
   - Where: _____
   - Why: _____
   - How: _____

6. Evaluate
   - Successful - process ends.
   - Not successful - then go back to Step 2 & 3 and pick another solution.

Activity

Team Building

What are some outstanding teams?

What makes a successful team work?

What prevents team work?

What does each team member have to do to make the team successful?

Activity

Appearance, Dress, and Grooming

Dressing For Success

Analyze professional appearance for
the following areas in terms of the "components" of success:

head, neck, torso, wrists & hands, lower body, and feet.

Accountability

What Is It?

What does accountability mean to you?

_____

_____

_____

Give an example of accountability?

_____

Does accountability mean being responsible for bad things? _____

Does it also include being responsible for good things? _____

Are You Accountable?

What was the last thing you did really well at work?

_____

_____

_____

_____

Who praised you? _____

With whom did you discuss your achievement? _____

Activity

Accountability Activity

Create a scenario of an employee who does something exceptionally well on the job.

List all the possible ways a supervisor could react.

Activity

Accountability Case Study

Jenelle and Eddie work together in the Food and Nutrition department. Jenelle's job is to turn on the warmer half-an-hour before Eddie needs to use it. One day Jenelle forgot. and Eddie wasn't able to get the food out on time.

The supervisor has to be told.

Who should be the one to report it — Jenelle or Eddie?

Think about this!

Activity

Empathy

Why are most of your external customers at the hospital?

_____

Describe one of the external customers that you have served recently.

_____

_____

_____

What behavior did they exhibit? _____

What signals gave you that impression? _____

How did you react?

_____

_____

Was it a successful customer interaction? _____

Why? _____

_____

Activity

What Is Service Excellence?

In your own words, describe service excellence.

_____

_____

_____

What percentage of your work time would you estimate that you give excellent service?

_____

What blocks/challenges have you experienced that made it difficult to provide excellent service?

_____

_____

What were your choices in these situations?

_____

Which choice will serve you best? _____

Why? _____

Activity

Performance Appraisal

Performance Appraisal Example

The Performance Appraisal that follows lists three ratings: E, M, and I.

Write what you believe each one means.

E = Exceeds Expectations _____

M = Meets Expectations _____

I = Inconsistently Meets Expectations _____

What Do You Want?

Which of the ratings (E, M, I) do you want to see on your performance appraisal?

What specifically will you need to do to make this happen?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

BJC PERFORMANCE APPRAISAL YEAR 19_____

Staff

Demographic Information	BJC Priorities	Business Unit Goals
Name: Employee Number: Title: Personal Care Associate Department/Entity: Unit _____ Patient Care Unit - CHNE	- Continuously Improve Operations · Service · Quality · Cost - Partner with Physicians - Continuum of Care - Assume Financial Responsibility for a Given Population	1. Achieve target patient satisfaction goals. 2. Achieve target operating margin dollars.

	Individual Team Accountabilities/Objectives	Link to BJC Priorities/Business Unit Goals	Measures (Service/Quality/Cost)	Year-End Results
1	**Universal Accountability:** Meets the needs and exceeds the expectations of every person who uses the services of BJC.	This accountability most closely links to increasing patient, physician & employee satisfaction; building physician partnerships & increasing the likelihood of patients & physicians selecting and recommending BJC as their healthcare provider	1) Peer feedback. 2) NRC scores. 3) Patient and family feedback from telephone surveys and rounds. 4) Observation. 5) Physician feedback.	
2	Provides direct patient care with regard to their age and developmental needs, and assists patients in activities of daily living.	Clinical competence will enhance positive patient outcomes, thus achieving our mission of meeting the healthcare needs of patients. Physicians will have greater confidence in the skill level and care provided to their patients.	1) Monthly random documentation audits. 2) Peer feedback. 3) Supervisor observations. 4) Periodic review of daily documentation. 5) Housekeeping QA.	
3	Transports patients timely, safely and with any necessary materials/documents/isolation equipment needed to treat/diagnose.	Timely transport of patients enhances optimal patient outcomes and promotes patient satisfaction.	1) Monthly QA reports. 2) Peer, patient, family, interdepartmental feedback. 3) Observation. 4) Incident Review.	
4	Demonstrates behaviors which exemplify professional conduct and teamwork.	Professional conduct by employees demonstrates the BJC value of employing competent, caring individuals.	1) Peer feedback. 2) Attendance rosters. 3) Time and attendance records. 4) Observations.	
5				

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COMPETENCY CLUSTERS					
Service Excellence • Puts the Customer First	**Business Results** • Promotes Continuous Improvement • Works to Reduce Cost	**Leadership** • Communicates Effectively • Values Diversity and Teamwork	**Change Management** • Adapts to Change	**Strategic Thinking** • Demonstrates Technical Knowledge	**Personal Accountability** • Takes Responsibility for Learning & Developing

ASSESSMENT OF COMPETENCIES/IMPACT ON RESULTS

AGE SPECIFIC COMPETENCY: Comment on the employee's ability to adapt the care plan to patients of various ages.

DEVELOPMENT PLAN

Current Rate: _____ Total Increase: _____% (Base _____% Lump Sum _____%) New Rate: _____ Effective Date of Increase: _____

Your signature indicates neither agreement nor disagreement, but it does indicate that this evaluation has been discussed with you. **Your signature also reaffirms your commitment to comply with the BJC Code of Conduct during the term of your employment.**

Employee Signature: _____ Date: _____
Manager Signature: _____ Date: _____
Second Level Reviewer: _____ Date: _____

Employee Comments:

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Planning Your Future

- *Resources*
- *Advancement*
- *Identifying Opportunities*
- *Setting Work Goals*
- *Create Your Plan*

Activity

Resources

What's hard to find?

Which of the following causes the most problems for employees?

- ☐ Child care
- ☐ Transportation
- ☐ Budgeting
- ☐ Health concerns
- ☐ Finding a place to live
- ☐ Abusive relationships
- ☐ Keeping a job
- ☐ Taking care of older relatives
- ☐ Rehab
- ☐ Education
- ☐ Financial planning

Choose one, and with a partner, create a list of resources.

Use the phone book, local agencies, or other employees to help put your ideas together.

Advancement

Where Are You Going?

How long do you intend to stay at this job?

_____

Where do you intend to be after this job?

_____

What are some of your options for advancement in this organization?

_____

_____

_____

What resources can you use to find out your options?

_____

_____

_____

Activity

Identifying Opportunities

Opportunities and Choices

Janice worked in the Dispatch Department for two years before realizing that she wanted to be a nurse. She started a friendship with a nurse in Obstetrics, who then helped Janice through the process of applying to the school of Nursing and even wrote Janice a recommendation.

What is your opinion of Janice's choice to become friends with the nurse?

_____

What do you think networking means?

_____

Why is networking important?

_____

Activity

Setting Work Goals

Goal Setting Ideas

1. By next month, I hope to _____

_____

_____

2. I want my next performance appraisal to _____

_____

_____

3. My next promotion should be to _____

_____

_____

4. I want that promotion to happen by (date) _____

5. If I don't get that promotion, my back-up plan is to _____

_____

_____

6. In five years, I want to _____

_____

_____

Create Your Plan

How to Start

Select one goal from the previous page.

Create a step-by-step plan for how to achieve this goal.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Address an envelope to your home and mail this plan to yourself.

Put it somewhere you can see it everyday.

Career Path

New Skills
1. _____
2. _____
3. _____

Supporters
1. _____
2. _____
3. _____

Goals
1. _____
2. _____
3. _____

Advisors
1. _____
2. _____
3. _____

Barriers
1. _____
2. _____
3. _____

Education/Training
1. _____
2. _____
3. _____

1. _____
2. _____
3. _____

Success !
Success !
Success !

Problems
1. _____
2. _____
3. _____

Excuses
1. _____
2. _____
3. _____

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Activity

Plan of Action

My most pressing communication problem right now is _____

_____

_____

The technique that will help the most is _____

_____

_____

The way I will use this technique is

(Preparation) _____

_____

(Delivery) _____

_____

(Evaluation) _____

_____

(Back-up Plan) _____

_____

Activity

Reflect on My Communication Skills

What communication skills have I found helpful and used?

- _____
- _____
- _____
- _____

What do I want to master before the end of this course?

- _____
- _____

St. Louis Community College
Community Development Division

Workplace Success Project

Supervisors' Guide

NEW PARADIGM for EFFECTIVE WORKFORCE SKILLS

Workplace Literacy Services Center

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The contents of this publication were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Workplace Success Project • **Supervisors' Guide**

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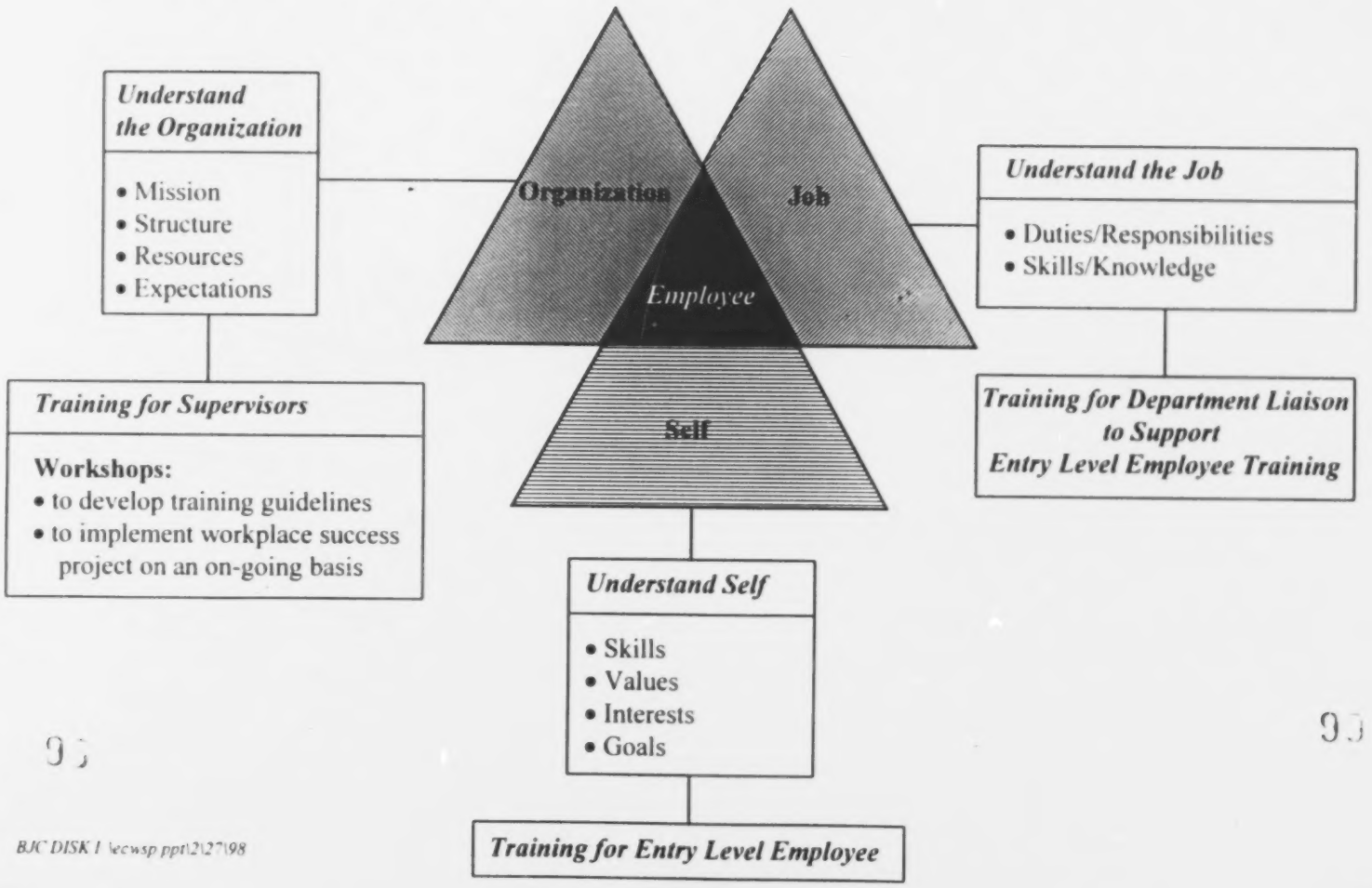
Attachment 1

Essential Components of Workplace Success Project



Activity

Ice Breaker

On a piece of paper, describe your best experience or day on this job.

Throw your piece into a container with the others of the group, then choose a different one.

Match each group member to what he or she wrote on the piece of paper.

Why was this such a good day or experience?

_____

_____

_____

Something to Think About

How can you create more days or experiences like this one?

_____

_____

_____

Workplace Success Project
Supervisor Self-Evaluation

For each statement below, circle the number that best describes your beliefs about yourself.

1. I know what I need to do to help my employees succeed.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

2. I know the learning styles of my employees.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

3. I know how to help employees with different learning styles.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

4. I make different training choices for employees with different learning styles.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

5. I do my best in helping my department stay consistent in its policies and standards.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

6. List specific skills that come to mind when you think of communication.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Succeeding in the Workplace

Key Term

Defining Success

Supervisors' and Managers' Needs

What does success in the workplace mean to you?

_____

_____

_____

_____

How would your manager describe a successful supervisor?

_____

_____

_____

_____

Does that description fit you? Why or why not?

Whose definition of your success is more important — yours or your manager's?

Activity

Workplace Success

New Employees' Needs

What do you think new employees believe they need to succeed on the job?

_____

_____

_____

_____

What do you think new employees need to succeed?

_____

_____

_____

_____

Are your answers to both questions different?

Why or why not?

Activity

Departmental Standards

Which policies confuse employees the most?
Why?

Create a list of common problems supervisors have with employees.

Select one item from the above lists and create possible solutions.

Share with group, get feedback and modify solutions if necessary.

Learning Styles

Key Term

Learning Styles

Learning Styles Inventory

Your ***learning style*** is your preferred way to process, recall, and remember information.
Place a check next to the activities below that best describe you.

I like to/I:	I:	I:
☐ fold paper when told to make columns.	☐ love to talk.	☐ ignore spoken directions.
☐ rock in a chair.	☐ love to listen to someone read or talk.	☐ ask for repeated directions.
☐ shake my leg.	☐ talk to myself.	☐ look to see what others are doing.
☐ tap or wiggle pens, pencils, etc.	☐ read aloud.	☐ get the words to a song wrong.
☐ reach out to touch everything.	☐ am distracted by noises.	☐ turn the radio or TV up very loud.
☐ do not trust my eyes or ears until I touch something.	☐ use my finger to read.	☐ write lots of notes.
☐ collect "things."	☐ put my head near my work.	☐ watch the speaker's mouth.
☐ have a low interest in reading.	☐ hood my eyes with my hand.	☐ don't like to talk on the phone.
☐ break up toothpicks or play with straws.	☐ don't do well with charts & graphs.	☐ go off into another world when lectured to.
☐ take things apart, put things together.	☐ need words to go with a cartoon.	☐ enjoy reading.
☐ dress for comfort.	☐ can't draw without something to copy.	☐ do well with charts and graphs.
☐ take lots of baths or showers.	☐ can't use maps; need oral directions.	☐ need maps; get lost with oral directions.
☐ talk fast, using my hands.	☐ use jingles to learn things.	☐ have good handwriting.
☐ tend to interrupt.	☐ don't do well with symbols.	☐ am good at puzzles.
☐ like to try new things.	☐ can't stand silences; need to talk and need others to talk.	☐ am organized; like things neat.
Total = _____ (Tactile)	**Total =** _____ (Auditory)	**Total =** _____ (Visual)

Count the check marks in each column and place the total at the bottom. The column with the most checks indicates your ***primary learning style***.

My primary learning style is _____.

Preview

The Three Learning Styles

Visual Learners	Auditory Learners	Tactile Learners
• Prefer to see information and read material	• Rely on their sense of hearing to understand information	• Prefer to learn by doing
• Tend to prefer pictures, graphs, illustrations, diagrams, photos, and any visual design in order to learn	• Tend to prefer talking, lectures, tapes, and music in order to learn	• Tend to take a hands-on approach, preferring to collect samples, role play, touch, and manually work with information in order to learn

Which type are you?

Sharon K. Ferret, *Peak Performance*, Irwin Mirror Press, USA, 1994 p.12

Employee Learning Styles

Which learning style is most common among your employees?

_____

Which would you guess is the learning style of your most problematic employee?

_____

Has that individual's training and orientation matched his or her learning style?

_____

What percent of the population would you guess are auditory learners?

_____

Activity

Training for Different Learning Styles

Training for the Visual Learner

How would you train a visual learner?

What would you want to avoid when training a visual learner?

Activity

Training for the Auditory Learner

How would you train an auditory learner?

What would you want to avoid when training an auditory learner?

Activity

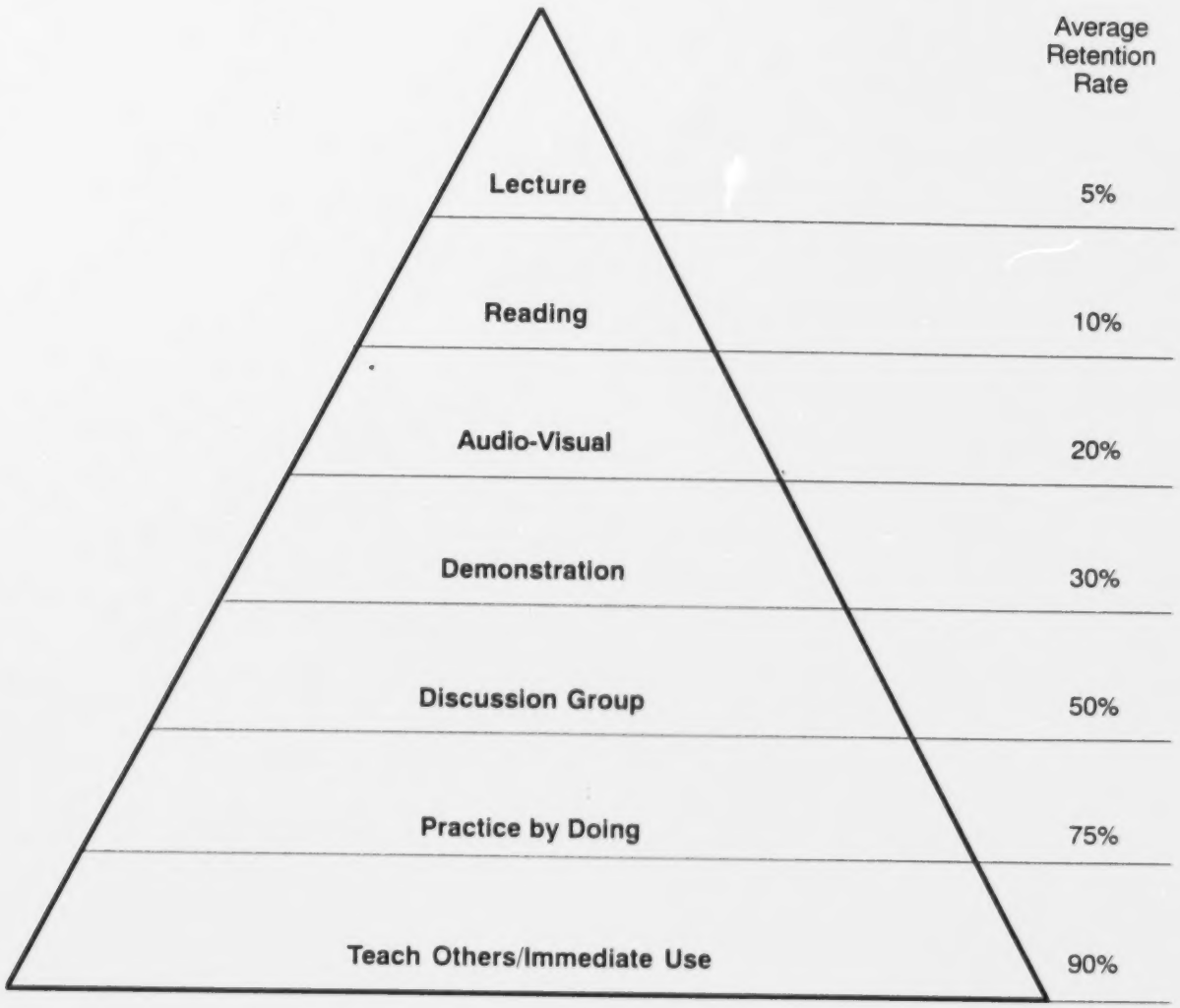
Training for the Tactile Learner

How would you train a tactile learner?

What would you want to avoid when training a tactile learner?

Key Term

Learning Pyramid



Adopted from: *National Training Laboratories*, Bethel, Maine.

Coaching

Key Term

What Is Coaching?

What does coaching mean to you?

List examples of how effective coaching has worked for you.

What needs to be in place for coaching to work?

Why Use Coaching?

Effective Coaching

Individually, list five elements of effective coaching.

1. _____

2. _____

3. _____

4. _____

5. _____

With a partner, compare your lists and agree on the three most important elements of effective coaching.

1. _____

2. _____

3. _____

Join with two other group pairs and create a small group. Discuss the effective elements of coaching and decide, as a group, what is the one most important element of effective coaching.

1. _____

Notes:

Two Coaching Examples

What words would you use to describe method #1?

- _____
- _____
- _____

What words would you use to describe method #2?

- _____
- _____
- _____

Which method made you think more?

Which method do you use the most?

How would you summarize this activity?

- _____
- _____
- _____

Key Term

Coaching Techniques

Signs of Performance and Attitude Problems

Signs of Declining Performance	*Signs of Poor Attitude*
1. Decreased productivity	1. Little or no initiative
2. Poor quality work	2. Withdrawn
3. Missed due dates	3. Disinterested
4. Doing small task first	4. Increased complaining
5. Avoiding tougher jobs	5. Uncooperative
6. Disorganized	6. Blaming failure on others
7. Leaning on others for direction	7. Defensive
8. Away from desk for long periods	8. Avoids contact with others on team
9. Upward delegation	9. Lacking enthusiasm for job
10. Absenteeism	10. Irritability, depression
Add others:	Add others:
_____	_____
_____	_____
_____	_____

Which of these could be improved the most through coaching?

_____

_____

Adopted from: *Coaching and Counseling*, Maricunne Minor, Crisp Publishing, USA. 1989

Key Term

Two Types of Coaching

Performance Coaching	*Career Coaching*
• Concerns current performance • Requires objective standards • Requires you to have a specific position/opinion	• Concerns future path • Is subjective • Requires a neutral position

Do you agree with the requirements for each type of coaching? Why or why not?

Which type of coaching would best address the problems on the previous page?

_____

_____

Key Term

The Performance Coaching Process

The fundamental rule in performance coaching is that the standards must be specific, clear, and agreed upon.

Identify the Need	The first step is to identify the need. What is the motivation to discuss performance? Is there a performance problem? Is it more appropriate to handle this in a career coaching session? Be specific in assessing the need.
Map Your Strategy	The second step involves your approach. Your strategy might include formal training, co-worker instruction, job restructuring, reassignment, etc.
Plan Your Coaching	Plan for your participation and for a meeting with the employee. How much time will you spend? How will progress be observed by you? What measures will you use for showing improvement?
Recommend the Actions	Meet with the employee. Present the situation and the facts. Allow the full expression of views, feelings, and concerns. Describe the strategy, plan, and recommended actions.
Obtain Agreement	Gain the employee's agreement on the strategy, plan, and recommended actions. Make sure any consequences are understood. Agreement is crucial.
View Their Performance	You must observe the employee's performance personally in order to be able to evaluate and coach appropriate to the plan and actions.
Evaluate	Using the agreed upon measures, evaluate progress.
Revise or Reward	Acknowledge the employee for all progress as soon as possible. Make revisions in your strategy or plan where necessary and implement with the employee's agreement.

Adopted from: *Coaching Careers and Performance*, Gerald M. Sturman. Ph.D. Bierman House, Inc. New York, 1994. P.18

Key Term

The Career Coaching Process

AIM...CM

Assess ..... The career coaching process begins with employees learning as much about themselves as possible. What is their overall vision of their worklife and their contribution to the company? What skills have they developed that are useful to the organization? What is it that excites them and that they enjoy doing? What qualities do they possess? What is their style of work? What are their strengths, weaknesses, and shortcomings? There are many tools available to support people in this process all the way from sophisticated assessment systems to "do-it-yourself" books.

Investigate ..... The second element involves research. Has the person investigated and discovered what the needs, challenges and opportunities are in the company, department, or division?

Match ..... Have they matched their particular assessment of themselves with the needs, challenges and opportunities? Is there a match?

Choose ..... Given their assessment and research, and having found a match, have they chosen appropriate development targets of opportunity? These targets should be both short term (on the current job) and long term. Targets may be either positional (including lateral moves) or skill development.

Manage ..... Have they created and implemented a plan with specific actions and deadlines? The plan could include skills to develop, experience to gain, behavior and attitudes to modify, and support to enlist.

Activity

Coaching Case Studies

1. In the last meeting you had with Jeanne, she left angry and upset because you expressed your dissatisfaction with her work. She has improved slightly, but not yet to your standards or satisfaction.
   You would like her to leave the meeting with a positive attitude this time.

   What can you say?

2. You hear a rumor that Fifi is looking around for a new job, but she hasn't told you.

   What can you do?

3. Create an example.

_____

_____

_____

_____

Which of the two types of coaching would you use? *(performance or career)*

_____

❖ Use the following pages to plan your coaching strategy.

Activity

The Performance Coaching Process Work Sheet

1. Identify the need _____

2. Map your strategy _____

3. Plan your coaching _____

4. Recommend the actions _____

5. Obtain agreement _____

6. View their performance _____

7. Evaluate _____

8. Revise or Reward _____

Activity

The Career Coaching Process Work Sheet

1. Assess

2. Investigate

3. Match

4. Choose

5. Manage

Responding to New Employees

Activity

Techniques for Coaching New Employees

List three skills new employees need.

As a group, create a list of techniques showing how to help employees learn the skills listed above.

Skill _____

Techniques _____

_____

_____

_____

_____

Skill _____

Techniques _____

_____

_____

_____

_____

Skill _____

Technique _____

_____

_____

_____

_____

Activity

Skill _____

Techniques _____

_____

_____

_____

_____

Skill _____

Techniques _____

_____

_____

_____

_____

Has each learning style been adequately addressed?

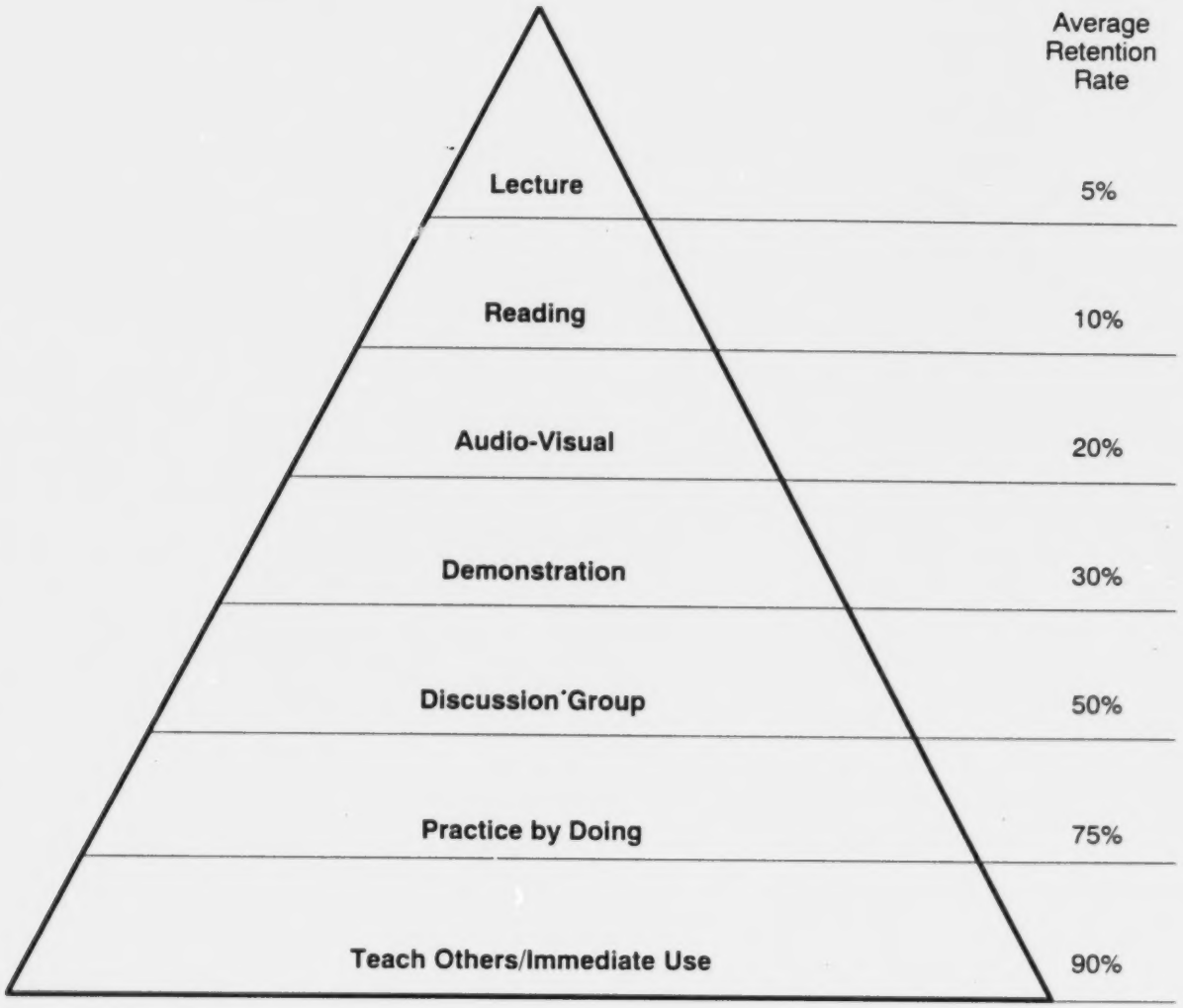
_____

_____

_____

Key Term

Learning Pyramid



Adopted from: *National Training Laboratories,* Bethel, Maine.

Key Term

How to Make Coaching Work

- Give feedback about behavior ¾ not personality.
- State specifically what you want ¾ not what you don't want.
- Use I-messages instead of You-messages to reduce defensiveness.
- Ask questions to get the employee to say what you want instead of lecturing.
- Paraphrase what the employee has said to ensure a thorough understanding.
- Give positive feedback for good performance.
- Give calm, thoughtful, constructive feedback for poor performance.
- Leave the employee with a sense of hope.

Others

_____

_____

_____

_____

_____

Based on the *Learning Pyramid*, what would be the most effective way for a supervisor to make sure that all employees understand the suggestions above?

_____

_____

_____

_____

Activity

Learning Pyramid Activity

Select one of the six bulleted suggestions from the previous page.
With a partner, "teach" the group how to use that suggestion.

Be creative: role play, demonstrate, give examples,
use examples from group, or invent a new technique!

Activity

Case Study

Joe works for supervisor A, who likes Joe and wants to see him succeed. Joe is occasionally late to work and doesn't always do things according to hospital policy, but supervisor A believes that overall Joe is a good employee.

Recently Joe was promoted to a different department and now works for supervisor B. Supervisor B does not tolerate tardiness and operates strictly according to policy. Supervisor B feels that Joe is an ineffective worker and wants him out of the department.

What has caused Joe's current situation?

_____

_____

_____

_____

How can Joe's situation be solved?

_____

_____

_____

_____

How can this situation be avoided for other employees?

_____

_____

_____

_____

Activity

Putting It All Together

One participant volunteers to be the "supervisor".

Other participants choose "roles" from jar.

Role Play

The "supervisor" conducts a typical departmental meeting.
Other participants play the roles they selected from the jar.

What Happened?

Did the "supervisor" conduct the meeting well?

Why or why not?

_____

_____

_____

How did the supervisor address the problems or conflicts that came up during the meeting?

Did you notice anyone exhibiting assertive, aggressive, or passive behavior?

How?

_____

_____

_____

_____

Communicating with Difficult Employees

Plan of Action

The Negative Employee

The Slow Employee

The "I'm Going to Challenge Everything You Say" Employee

The Silent But Angry Employee

Plan of Action (Continued)

The Employee Who Can't Follow Directions

The Worker Who Just Doesn't Seem to Care

Other

Other

Key Term

Criticism

Definitions of Criticism — Two Categories

Constructive Criticism

_____

Destructive Criticism

_____

Various Types

Label each type as destructive or constructive

Invalid Criticism

Criticism is not justified, not based on truth, and not factual.
It is often based on opinion. _____

Valid Criticism

Criticism is justified, based on truth, and factual. _____

Vague Criticism

Criticism is not specific. _____

Activity

Giving Criticism

What are some benefits of knowing how to give criticism?

_____

_____

_____

What are some of the fears that keep you from giving criticism?

_____

_____

_____

When should criticism not be given?

Do not give criticism when _____

_____

_____

Guidelines for Giving Criticism

1. State the specific behavior.
   - Describe the specific behavior.
   - Describe the specific time, place, and action.
   - Keep it short and simple, state only what the other person needs to know.
2. State the effect.
   State the thought or feeling regarding the goals, expectations of the specific behavior.
3. State what is wanted.
   State the actions to be performed or stopped.

Activity

A Tool for Giving Constructive Criticism

1. Specific Behavior	2. Effects on You	3. What You Want
Example You have been late two days this week.	When people are late, our department falls behind schedule.	I need you to be on time.

Activity

- Give an example of a situation that needs evaluation or criticism.

_____

- Write out what you would say using the tool for giving criticism.

1. Specific Behavior	2. Effects on You	3. What You Want
_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

Key Term

Three Ways to Receive Criticism

***F**ogging* is a response that avoids conflict and is especially useful when criticism is unclear or unjustified.
Fogging doesn't admit to fault and doesn't blame, either.

Examples: "You may have a point ..."

"I'll have to think about that ..."

"You might be right about that ..."

***A**dmitting* means taking responsibility for something you truly did or said.

Examples: "You're right, I am late."

"That's true. I did handle that badly."

***R**equesting* means asking for specific suggestions.
This technique works especially well after admitting.

Examples: "What suggestions do you have to help me improve?"

"How could I have handled this better?"

Key Term

Receiving Criticism — Techniques

Criticism	Response
Criticism given.	Three Techniques • Fogging • Admitting • Requesting Information

Examples

Criticism	Response
"Your employee reports are terrible."	**Fogging Response** *(Use if criticism is unclear/unfair)* "You may have a point … " **Admitting Response** *(Use if criticism is accurate)* "You're right, I was in a real hurry. Let me rework them." **Requesting Response** *(Use if criticism is accurate)* "How can I improve them?"

Activity

Practice Responding to Criticism

Give a criticism to your partner.
Partner responds using each of the three different techniques for receiving criticism.

Criticism

Fogging Response

Admitting Response

Requesting Response

Person who gave the criticism analyzes the responses.

Were the responses clear? _____

What needs improvement? _____

Tips

When receiving criticism:

Ask myself, "What do I need to do to improve this situation?"
(Avoid blaming or giving excuses.)

Both parties must be committed to cooperation and a positive outcome.

Coaching Suggestions

Activity

Coaching Suggestions Worksheet

Common Challenge	Possible Techniques

Activity

Coaching Suggestions Worksheet

Common Challenge	Possible Techniques

Activity

Coaching Suggestions Worksheet

Common Challenge	Possible Techniques

Recognizing Excellence

Activity

Effective Ways to Recognize Service Excellence

What are some effective rewards to give for *Service Excellence?*

Which of these motivate workers the most?

Workplace Success Project

Preliminary Data

Department: Date:

Supervisor Name: Phone:

Experimental Group (#1)

Employee ID Number	Number of Absents	Number of Times Tardy	Check all that Apply: Currently Works in Department	Promoted	Transferred	Quit	Terminated	Corrective Actions	Performance Appraisal Ratings

Department: Date:

Control Group (#2)

Employee ID Number	Number of Absents	Number of Times Tardy	Check all that Apply: Currently Works in Department	Promoted	Transferred	Quit	Terminated	Corrective Actions	Performance Appraisal Ratings

Workplace Success Project

Post Data

Department: Date:

Supervisor Name: Phone:

Experimental Group (#1)

Employee ID Number	Number of Absents	Number of Times Tardy	Check all that Apply: Currently Works in Department	Promoted	Transferred	Quit	Terminated	Corrective Actions	Performance Appraisal Ratings

Department Date

Control Group (#2)

Employee ID Number	Number of Absents	Number of Times Tardy	Check all that Apply: Currently Works in Department	Promoted	Transferred	Quit	Terminated	Corrective Actions	Performance Appraisal Ratings

Coaching Techniques

The Benefits of Coaching Quiz

Coaching ...

True	*False*		
☐	☐	1.	Makes your job easier when employees build their skill levels.
☐	☐	2.	Enables greater delegation so you can have more time to truly manage versus "do for."
☐	☐	3.	Builds your reputation as a people developer.
☐	☐	4.	Increases productivity when employees know what the goals are and how to achieve them.
☐	☐	5.	Develops sharing of leadership responsibilities.
☐	☐	6.	Positive recognition and feedback increases employee motivation and initiative.
☐	☐	7.	Increases likelihood of tasks being completed in a quality way.
☐	☐	8.	Avoids surprises and defensiveness in performance appraisals.
☐	☐	9.	Increases creativity and innovation of unit as employees feel safe to take risks.
☐	☐	10.	Increases team cohesiveness due to clarified goals and roles.

Adopted from: *Coaching and Counseling*, Maricunne Minor, Crisp Publishing, USA. 1989

Activity

Ice Breaker

On a piece of paper, describe your best experience or day on this job.

Throw your piece into a container with the others of the group, then choose a different one.

Match each group member to what he or she wrote on the piece of paper.

Why was this such a good day or experience?

_____

_____

_____

Something to Think About

How can you create more days or experiences like this one?

_____

_____

_____

Workplace Success Project
Supervisor Self-Evaluation

For each statement below, circle the number that best describes your beliefs about yourself.

1. I know what I need to do to help my employees succeed.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

2. I know the learning styles of my employees.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

3. I know how to help employees with different learning styles.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

4. I make different training choices for employees with different learning styles.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

5. I do my best in helping my department stay consistent in its policies and standards.

Not at all			Somewhat			To a great extent
1	2	3	4	5	6	7

6. List specific skills that come to mind when you think of communication.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Supervisor Assessment of Employees Before and After Workplace Success Project

Fill out for those employees listed below that you supervise. Date: _____

Name	Communication Skills (Circle One)	Professionalism (Circle One)	Desire to Succeed (Circle One)
1.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
2.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
3.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
4.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
5.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
6.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
7.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
8.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
9.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
10.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
11.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
12.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
13.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
14.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
15.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
16.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
17.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
18.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
19.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
20.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
21.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
22.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
23.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
24.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
25.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
26.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
27.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
28.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
29.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below
30.	Above/Satisfactory/Below	Above/Satisfactory/Below	Above/Satisfactory/Below

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Key Term

Learning Styles Inventory

Your ***learning style*** is your preferred way to process, recall, and remember information. Place a check next to the activities below that best describe you.

I like to/I:	I:	I:
❑ fold paper when told to make columns.	❑ love to talk.	❑ ignore spoken directions.
❑ rock in a chair.	❑ love to listen to someone read or talk.	❑ ask for repeated directions.
❑ shake my leg.	❑ talk to myself.	❑ look to see what others are doing.
❑ tap or wiggle pens, pencils, etc.	❑ read aloud.	❑ get the words to a song wrong.
❑ reach out to touch everything.	❑ am distracted by noises.	❑ turn the radio or TV up very loud.
❑ do not trust my eyes or ears until I touch something.	❑ use my finger to read.	❑ write lots of notes.
❑ collect "things."	❑ put my head near my work.	❑ watch the speaker's mouth.
❑ have a low interest in reading.	❑ hood my eyes with my hand.	❑ don't like to talk on the phone.
❑ break up toothpicks or play with straws.	❑ don't do well with charts & graphs.	❑ go off into another world when lectured to.
❑ take things apart, put things together.	❑ need words to go with a cartoon.	❑ enjoy reading.
❑ dress for comfort.	❑ can't draw without something to copy.	❑ do well with charts and graphs.
❑ take lots of baths or showers.	❑ can't use maps; need oral directions.	❑ need maps; get lost with oral directions.
❑ talk fast, using my hands.	❑ use jingles to learn things.	❑ have good handwriting.
❑ tend to interrupt.	❑ don't do well with symbols.	❑ am good at puzzles.
❑ like to try new things.	❑ can't stand silences; need to talk and need others to talk.	❑ am organized; like things neat.
Total = _____ (Tactile)	**Total =** _____ (Auditory)	**Total =** _____ (Visual)

Count the check marks in each column and place the total at the bottom. The column with the most checks indicates your ***primary learning style***.

My primary learning style is _____.

Activity

Suggestions for Visual Learners

Highlight the tips that you can apply to your work and help your employees become more efficient.

Visual

- Show visuals when discussing information, e.g., drawings, pictures, props, maps, directions for locations, procedures, etc.
- Use and ask employees to create visual material, e.g., job aids, charts, and drawings for problem solving.
- Ask the employee to read and highlight specific job-related material.
- Use logs or journals for reflective feedback.

Add other tips that work for you.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Suggestions for Tactile Learners

Highlight the tips that you can apply to your work and help your employees become more efficient.

Tactile

- Demonstrate something instead of simply talking about it.
- Suggest that employees move around and/or interact with liaisons as the task is learned.
- Use props to illustrate ideas and/or tasks.
- Include opportunities for employees to write and discuss steps for completing a task.
- Use logs or journals for reflective feedback.
- Give tactile learners an opportunity to teach whenever possible.

Add other tips that work for you.

- _____
- _____
- _____
- _____
- _____
- _____

Suggestions for Auditory Learners

Highlight the tips that you can apply to your work and help your employees become more efficient.

Auditory

- Have employees tape record training sessions, and allow employees to check-out recordings of other training sessions.
- Use activities that encourage conversation, e.g., brainstorming, interviews, verbal review of steps for task completion, etc.
- Ask open-ended questions to stimulate discussion when using visual information.
- Use frequent individual conferences to touch base with employees.

Add other tips that work for you.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

St. Louis Community College

Evaluation of Training

Instructor(s): _____ Date: _____

We would like your evaluation of: _____

Please rate each item and add your comments.

1. **To what extent is the manual helpful?**

   ❑ Helpful ❑ Somewhat Helpful ❑ Not Helpful

2. **Did you find the practice activities in the manual useful?**

   ❑ Yes ❑ No

Why or Why not?: _____

_____

3. **What is the most useful learning activity in this workshop?**

Comments: _____

_____

4. **What other activities would you suggest to improve this workshop?**

Comments: _____

_____

5. **Please evaluate the instructor(s) on their knowledge of the subject, presentation skills, and response to the questions:**

Subject Knowledge:	❑ Excellent	❑ Good	❑ Fair	❑ Poor
Presentation Skills:	❑ Excellent	❑ Good	❑ Fair	❑ Poor
Response to Questions:	❑ Excellent	❑ Good	❑ Fair	❑ Poor

Comments: _____

_____

6. **Please make any additional comments which you feel would help us improve the quality of this program, (i.e., tasks, schedules, instructions, etc.)?**

Comments: _____

_____

7. **What other workshops or topics would you like to see offered?**

Comments: _____

_____

Please make additional comments on the back of this evaluation.

Thank You!